1 Look at the photos of two countries where Josh volunteered on his gap year. Tick (✓) the countries that they show.

- Brazil
- India
- Peru
- Greece
- Italy
- Thailand

Now read the text and check your answers.

A round-the-world trip

Josh (18) thinks it is. Last year, he set off round the world with his friends Tim and Kieran. They were taking a gap year between school and university, as a lot of young Britons do. They bought a one way round-the-world ticket with stops in six countries (Italy, Greece, India, Thailand, Peru and Brazil). They decided before they left they didn't want to just be tourists for the whole trip, so they volunteered for a few weeks in India and Peru. In India, they worked in an orphanage in Goa, where they taught Maths in the morning and played football with the children after school. While they were there they learned about local customs and were shown how to make curry by their Indian colleagues.

In Peru, they decided to do something completely different. They helped to build a community centre in a village with volunteers from all over the world. They didn't know much about building before they arrived in Peru, but they were given training and by the end of their six week stay they were happy laying bricks and painting windows and doors. The boys were also very enthusiastic about their experiences. ‘Our eyes have been opened to how people live in other parts of the world. I think in future we’ll look at our own problems in a different way,’ says Josh. ‘I’m going to look for other volunteering opportunities in future. It’s a great way to see the world.’

2 Read the text again and decide if the statements are correct or incorrect. Tick (✓) A or B.

1 It’s a fact that travel makes you tolerant.  
A Correct  B Incorrect

2 Josh travelled by himself.  
A Correct  B Incorrect

3 Gap years are popular with British teenagers.  
A Correct  B Incorrect

4 Josh travelled to six countries.  
A Correct  B Incorrect

5 In India, he worked with orphans.  
A Correct  B Incorrect

6 He taught children to play football.  
A Correct  B Incorrect

7 The boys already knew how to build.  
A Correct  B Incorrect

8 He spent over a month building the community centre.  
A Correct  B Incorrect

9 He learned a lot about life in other countries.  
A Correct  B Incorrect

10 Josh wouldn’t like to volunteer again.  
A Correct  B Incorrect
1 Read the text. Match the opinions (1–3) to the people (a–c).

1 __ Think hard before getting a tattoo. They’re difficult to remove.
2 __ Women shouldn’t have tattoos.
3 __ Tattoos are great.

a Sophie
b Sophie’s dad
c Sophie’s mum

Sophie and her boyfriend, Luke, have just had tattoos of hearts done on their arms. Sophie is obviously ___ of her new body art. ‘It looks cool,’ she says. Her parents are not so pleased. ‘I don’t think it’s such a good idea to ___ a tattoo done because you’re in love at 18’, says her mother, Linda. Sophie’s father doesn’t like this trend in body ___. ‘When I was young, women didn’t have tattoos. Now, they want to be like men.’ he remarks.

Sophie’s father didn’t ___ know women with tattoos, but it isn’t a new fashion. In Europe people have been having tattoos done since the Stone Age and this form of body art is known to have been common ___ the world for thousands of years: in Japan, for example, tattooing started around ten thousand years ago. So why do people like to decorate their body like this? In the past there were many reasons. In some cultures, such as in ancient Greece, tattoos were a way of identifying people. There were different tattoos for different ranks of soldiers and also ones for slaves. In some cultures, people got them when they ___ adults, while in Polynesia the tattoos ___ by priests as a way of praising the gods.

Today it is usually done for ___ reasons. It is a way of showing individuality and looking different from other people. Sophie’s mum is worried that Sophie and Luke’s relationship won’t last. ‘Sophie won’t want that tattoo when she and Luke ___ and they’re so difficult to remove,’ she says. Linda needn’t worry, because Sophie and Luke’s hearts are temporary tattoos made from glue and ink. They will disappear within a week. Sophie hopes her ___ with Luke will last a lot longer.

2 For questions 1–10 choose the correct word, A, B, C or D, for each space.

1 A happy
2 A got
3 A decor
4 A used to
5 A around
6 A started
7 A were did
8 A make-up
9 A go out
10 A relationship

B likes
C proud
D loves

B get
C paint
D painted

B decorate
C decorating
D decoration

B use
C usually
D use to

B in
C on
D at

B were starting
C became
D were becoming

B were done
C were made
D were make

B health
C cosmetic
D appearance

B split up
C get together
D finish with

B friendship
C companion
D relation
4–6 Extra fast finishers

Writing

1. Read Jill’s letter of complaint. Tick (✓) the things she complained about.

   1. The hotel staff didn’t speak English.
   2. The hotel wasn’t clean.
   3. It was noisy.
   4. It was a long way from the airport.
   5. It wasn’t a luxury hotel.
   6. The staff were unfriendly.
   7. It was expensive.
   8. It was a long way from the beach.
   9. The holiday company hadn’t told the truth.
   10. The food was bad.

2. Now write a letter of complaint (200–250 words) to a travel agent about a terrible day trip you’ve been on recently. Use Jill’s letter to help you and include this information:

   Top of letter: your address, and an address for the company you are complaining to

   Paragraph 1: why you are writing

   Paragraph 2: where the day trip was and how you travelled (coach/train)

   Paragraph 3: what was wrong with the day trip and/or transport

   Paragraph 4: what you want the company to do, and a closing sentence
1. Read Phil’s diary. Where was he and who was he with at the following times? Complete the table.

<table>
<thead>
<tr>
<th>When</th>
<th>Where</th>
<th>Who with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday morning</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Saturday afternoon</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sunday lunchtime</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sunday afternoon</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Sunday evening</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

2. Now write a diary about your weekend (200–250 words). Use adjectives to describe your experience. Answer these questions:

- What did you do each part of the day?
- Where did you go?
- Who did you spend time with?
- Did you enjoy what you did or not? Why?
- Have you made any plans for next weekend? What are you going to do?
4–6 Extra fast finishers

Speaking

Student A

1 Ask Student B about the arrangements for his or her holiday and complete the travel itinerary.

**Student B’s travel itinerary**

1 which/country/visit?
2 when/leave?
3 where/stay?
4 how long/stay there?
5 how/travel there?
6 how/spend/your time?

2 Now look at the information about your holiday. Answer Student B’s questions.

Useful language

A Which country are you going to visit?
B I’m going to…

Student B

1 Look at the information about your holiday. Answer Student A’s questions.

2 Now ask Student A about the arrangements for his or her holiday and complete the travel itinerary.

**Student A’s travel itinerary**

1 which/country/visit?
2 when/leave?
3 where/stay?
4 how long/stay there?
5 how/travel there?
6 how/spend/your time?

Useful language

A Which country are you going to visit?
B I’m going to…
Speaking

Student A

1 Imagine you are a journalist for a fashion magazine. Student B works for the company that designed this jacket. Interview him or her about the jacket and make note of the answers.

1 where/make?
2 what/make/from?
3 what colours/be/available in?
4 who/design/by?
5 how much/cost?
6 what/kind of customer/aim/at?
7 when/make/available?
8 where/sell?

2 Now imagine you work for a company which makes cars. Look at the information about one of your company’s cars. Student B is a journalist for a car magazine. Answer his or her questions.

Product Information
Country of origin: Italy
Made from: steel, plastic, leather seats
Colours: silver, white, blue, red
Designer: Carlo Lugi
Price: €30,000
Customer: executive/businessperson
Available: next summer, across Europe

Useful language
Where was the jacket made? It was made in…

Student B

1 Imagine you work for a fashion company. Look at the information about a jacket which was designed by your company. Student A is a journalist for a fashion magazine. Answer his or her questions.

Product Information
Country of origin: Spain
Made from: leather, cotton, fake fur
Colours: black, brown, green, red
Designer: Antonio Miro
Price: €180 each
Customer: stylish, young professional
Available: next month, in Italy and Spain

Useful language
Where was the car made? It was made in…

2 Now imagine you are a journalist for a car magazine. Student A works for a car company. Interview him or her about this car and make note of the answers.

1 where/make?
2 what/make/from?
3 what colours/be/available in?
4 who/design/by?
5 how much/cost?
6 what/kind of customer/aim/at?
7 when/make/available?
8 where/sell?